

REVISED 3-25-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Sharon Kokemuller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hawthorne Elementary School
(As it should appear in the official records)

School Mailing Address 2940 Decatur Street
(If address is P.O. Box, also include street address)

<u>Keokuk</u>	<u>Iowa</u>	<u>52632-2450</u>
City	State	Zip Code+4 (9 digits total)

County Lee School Code Number* 0418

Telephone (319) 524-3503 Fax (319) 526-5946

Website/URL www.keokuk.k12.ia.us E-mail skokemuller@keokuk.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 1/24/05

Name of Superintendent Ms. Jane Babcock
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Keokuk Community School District Tel. (319) 524-1402

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date 1/24/05

Name of School Board
President/Chairperson Mrs. Julia Logan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 1/24/05

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 1 Other
 8 TOTAL
2. District Per Pupil Expenditure: \$4741
- Average State Per Pupil Expenditure: \$4741

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	11	1	12		7			
K	80	78	158		8			
1	20	35	55		9			
2	23	21	44		10			
3	19	24	43		11			
4	15	21	36		12			
5	30	20	50		Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					398

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|------------------------------------|
| _____ | 88 % White |
| _____ | 8 % Black or African American |
| _____ | 1 % Hispanic or Latino |
| _____ | 3% Asian/Pacific Islander |
| _____ | 0 % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	383
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 202

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %
73 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 2 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 32 </u> Specific Learning Disability
<u> 0 </u> Emotional Disturbance	<u> 28 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> 0 </u> Traumatic Brain Injury
<u> 10 </u> Mental Retardation	<u> 0 </u> Visual Impairment Including Blindness
<u> 0 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 26 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> 11 </u>	<u> 1/2 </u>
Total number	<u> 47 </u>	<u> 2 1/2 </u>

12. Average school student-“classroom teacher” ratio: 18-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	94%	94%	95%	97%
Daily teacher attendance	*94%	95%	*94%	96%	96%
Teacher turnover rate	1%	0%	1%	1%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

*Maternity Leaves

Part III – Summary

Hawthorne Elementary School is the largest of the five elementary schools in the Keokuk Community School District, with a student enrollment of approximately 400 students, of which 54% are economically disadvantaged, representing over 250 families. The original school was built in 1957 and has been expanded and renovated twice since then, in 1980 and 2001. The school houses two sections each of grades one through five, as well as a developmental preschool, a first grade special education self-contained classroom and a mental disabilities self-contained classroom. Due to the progressive vision and individual efforts of our School Board and Administration, a one cent sales tax and school bond referendum were passed by our community, citizens who support a commitment to providing a quality educational program and facility for the children in Keokuk. As a result, an early childhood center was added to Hawthorne beginning in 2000. All of the District's, approximately 150 students now attend a full day kindergarten program on this site. Renovations were also made to the older parts of the building with these funds as well, including air-conditioning, paint, tile and carpeting. Our library area was doubled in size to accommodate a library collection of over 12,500 books, and a computer lab equipped with 28 computers for student use was installed. A new gymnasium was constructed during this time as well, and serves the school during the day for physical education class and lunches, and is made available in the evening for community use. Through a Harkin grant, fire doors and a warning system were installed throughout the building.

Our district's mission is to pursue quality early childhood development and high standards in academic, life and social skills where all children reach their full potential and become lifelong learners. Our goal for Hawthorne students is to respect themselves and others. We urge all students to accept the responsibility for their actions. Students have a right to expect a safe, non-threatening learning environment as they enter the building and walk through the halls. Our qualified staff will provide each child an opportunity to learn and reach their full potential, in a secure and nurturing environment, accepting each student's uniqueness. Hawthorne students and staff work together to achieve goals. We are proud of our students and their accomplishments.

Our school building, which measures approximately 44,130 square feet, and spreads out over five acres of land, houses all of the district's kindergarten children in the early childhood portion of the building which contains ten classrooms. The remaining 250 students in our developmental preschool, first through fifth grades, and two special education classes are housed in the other area of the school. Through the state's early childhood, low class size funding, we are able to maintain class sizes in grades kindergarten through second grade to approximately seventeen students per teacher. The remaining grades, third through fifth have a class size of approximately twenty-two.

A unique feature to the school district and Hawthorne School is the Outdoor Science classroom which came about as a dream for one of our school's kindergarten teachers, and through her efforts an outdoor classroom was built on Hawthorne School grounds for all students within the district, as well as citizens of the community to visit and enjoy. The site provides children with an opportunity to have a hands on experience with science and nature. The outdoor project includes a garden area of perennial and annual plants, a maze through which students can walk to view and touch the plant life growing there, a fenced in frog pond that has attracted ducks and geese as well as a bird house, bird bath and bench seats.

The staff at Hawthorne School are caring, experienced, child-centered professionals who are dedicated and committed to providing each child with a quality education, and assisting them in becoming a productive citizen of the future. Our school personnel include one administrator, thirty-one certified staff, fifteen support staff and paraprofessionals. We have a full time nurse on staff, a home school liaison, two Title I Reading teachers, (one teaching Reading Recovery for half the day), one Special Education Resource teacher, art, music, physical education teacher, as well as a part time band instructor.

Part IV – Indicators of Academic Success

1. Assessment Results in Reading and Math

At Hawthorne School we assess student achievement in Reading and Math in the kindergarten through fifth grades to determine growth and to plan for instruction. Star Early Literacy is a computer-based software assessment that is given to our kindergarten through third grades to measure general readiness, phonemic awareness, comprehension, structural analysis and vocabulary in addition to other sub skills. This assessment is given in early September and late May. The results are utilized by classroom and Title I Reading teachers to plan activities that will strengthen a student's reading skills. During the past school year students assessed by the Star Early Literacy assessment, grades kindergarten through third grades at Hawthorne School, results indicated that **76** students were emergent readers, **63** students were identified as transitional readers. **136** Hawthorne students were categorized as probable readers, proficient at recognizing many words, blend sounds, and reads words and sentences smoothly, quickly and independently. The number of K-3 students scoring in the "emergent category" was reduced by 7% over the 2002-03 school year and 20% over the 2001-02 school year. (KCSD, Report to the Community, August 2004).

Star Reading is a similar assessment instrument appropriate to grades four and five, plus students who are in K-3 that may score over 850 on the Star Early Literacy. The students take a computer test that increases in difficulty as they progress through the test. The test assesses reading skills, comprehension, vocabulary and reading proficiency. During the 2003-04 school year at Hawthorne School **20** students scored between the 0-40th percentile, **71** students scored between the 41st and 99th percentile. In other words 78% of Hawthorne's 4th through 5th grade students were considered "Proficient" readers as compared to the state (Iowa) average of 60%. Both Star Early Literacy and Star Reading are nationally normed assessment tools for reading. (KCSD, Report to the Community, August 2004).

The Iowa Tests of Basic Skills is the assessment tool used throughout the state of Iowa as an accountability and improvement measure at the District level. Our district is responsible for providing test results to the state in reading, science and math for grades 4, 8, and 11. At Hawthorne School we have observed steady improvement in both reading and math over the last several years. For the 2001-2004 school years, we have kept the percentage of students in the low performing category well below the national average (40%), in both reading and math. In reading 2001-2002, all fourth grade students, 11.8% were in the low category, 62.7% were in the intermediate range and 25.5% were in the high range. This past fall our fourth grade students showed 0%, no students, in the low performing category in reading, 56.3% in the intermediate and 43.7% in the high category.

In the area of math, fourth graders scored as follows: 2001-2002 low category, 31.4%, intermediate category 51%, high category 17.6%. This past fall, 2004, 9.4% of our fourth grade scored in the low category, 43.8% in the intermediate and 46.9% in the high. Continuous gains have been made in the past several years in Hawthorne's reading and math as reflected in these scores. We have moved all students out of the low performance area in reading into the intermediate and high areas, and have only 9.4% in the low category in math.

During the 2003-04 school year in reading 61.2% of our female students performed in the intermediate category, and 27.8% scored in the high performance category. This year, 2004-05, 38.9% of our female students performed in the intermediate category with 61.1% in the high. Interestingly, male fourth grade students had no one scoring in the low performance category last year, (2003-2004) or this year. However, 78.5% of the male students were in the intermediate category, while 21.4% were in the high. "High SES" students during the last two assessment years showed 66.7% of the students in the intermediate category with 28.5% in the high, (2003-04) and 33.4% (2004-05). Comparing that with students in the "Low SES", during the 2003-04 year 71.4% of the students performed in the intermediate category with 23.8% in the high. 2004-05 "Low SES" students in the intermediate were 36.4% with 63.7% in the high. Statistically, our "Low SES" students ranked above our "High SES" students in the high performance category. This year (2004-05), 100% of our IEP students scored in the intermediate category with 46.1% of our non-IEP students scoring in the intermediate and 53.8% in the high. Our school is making great strides in eliminating the gap that at one time existed between socio-economic groups, and students with an IEP, (individualized educational program). (KCSD Report to the Community 2004).

The website where information on the state assessment system may be found is www.iowaschoolprofiles.com.

2. Ways Assessment Data is Used

The assessment data that the school receives is analyzed for a variety of purposes. We use the data to plan appropriate curriculum for the grades, to develop school improvement plans and to make instructional decisions. The District focuses on improvement goals, including looking at the percentage of students scoring below the 40th percentile with the goal of reducing that number.

Teachers assess student learning every day in a variety of ways, both formally and informally. Classroom discussions, quizzes, projects, reports, and daily assignments are among tasks used to monitor student progress.

In the fall of each school year the Star Early Literacy and Star Reading computer-adaptive assessments are given to our kindergarten through fifth grades. The results from this test in reading will be used by the classroom teachers and Title 1 teachers in planning for reading instruction for the school year and to assist in strengthening a student's abilities. Students may qualify for Title 1 Reading, (grades kindergarten through third), or Reading Recovery, (first grade only), following low achievement on the Star Early Literacy assessment. Likewise, results obtained from the Iowa Tests of Basic Skills may assist in programming for reading and/or math assistance in Title I reading, Special Education or the district's Talented and Gifted program.

Children who attend the spring kindergarten "Rodeo" are individually given a Dial-3 screening. The results from this screening help identify programming needs for each student who will be entering kindergarten in the fall and is used to create heterogeneous groupings for each kindergarten classroom for the fall school year.

By targeting students who perform below the 40%, and providing them with appropriate programming early on, our students are making steady progress and improving self-esteem.

The School District utilizes the data from assessments in creating long range achievement goals for each subject area as well as developing action plans to meet these goals. Among these plans will be professional development activities specifically targeted to increase student achievement.

3. Communication of Student Performance

Hawthorne School, as well as other schools in the District, work diligently in keeping students, parents and members of the community informed of our school's academic performance and progress. This is accomplished in a variety of ways. At the building level assessment information from the classroom or from state tests is shared with the students, as well as other stakeholders-teachers who may be working with a student in a resource room, or within the classroom. Or, information is distributed to begin a process to seek assistance for an under-achieving student within the school. Information is often shared at the end of the month at the school's "Team Meeting" where students, staff and parents gather together to celebrate student or school successes of achievement. Information is transmitted through the school's monthly newsletter, "Hawthorne Highlights." Over 400 copies of this multi-page newsletter are sent home with students.

Parent-Teacher Conferences are held twice at our school, following the first and third quarters of the school year. Parent involvement directly influences what children learn in school. For that reason we make a special effort in scheduling parents into our school's classrooms to discuss their child's progress. Last year, (2003-2004), for example, we had 98.9% of our parents attend conference in the fall 2003 and 99.7% attend in the spring 2004. This past fall, 2004, we only had one parent, out of our 398 students, not attend their child's conference.

Other ways that we share student performance data are at our school's Open House each fall, monthly PTA meetings, District School Board meetings, held twice each month, and through the local Keokuk newspaper, the "Daily Gate City." In August of each year a "Report to the Community" is provided to the citizens of Keokuk, which provides disaggregated data on fourth, eighth, and eleventh grade reading, math and science assessments as well as individual building reports.

4. Sharing School Successes

The addition of our early childhood center and renovation to the rest of our school four years ago has brought a lot of public attention to our facility and thus to the programs that our highly qualified staff utilize daily at our school. Substantial grant monies have brought us “state of the art” technology and software, an increase in our library collection and Accelerated Reading tests that we have incorporated into our classroom instruction. These initiatives themselves have attracted community and District attention to our school. But our success in student/staff/parent involvement and student achievement is what we take most pride in sharing. Our staff is rigorous about working together to promote activities that motivate students to want to learn and to assume responsibility for their daily tasks.

All of our staff at Hawthorne is encouraged to participate in committees that create themes and activities to promote Accelerated Reading, staff/community involvement, Teacher Assistance Teams, and a plan to celebrate holiday or monthly events. Often we invite the local newspaper’s education reporter in to our school to photograph our students involved in activities in the classroom or participating in our team meetings. The pictures as well as the written articles deliver to our community and surrounding neighbors, information about positive happenings at Hawthorne that directly impact student achievement. From the publicity we receive we often have staff from other schools, or citizens from the community requesting an opportunity to visit our school and tour our facility stopping to ask our staff to explain or share information about our successes. Principals from other elementary schools have asked about specific efforts they can implement in their schools to develop a yearly theme, and related monthly activities to develop a student/staff collegial environment that can be fun, yet motivating for students in their learning.

Other ways in which we share our building successes are at collaborative grade level meetings and District in-services with other staff from other schools. We welcome student teachers from area colleges to work with and learn from the highly talented, child-centered staff that we have at our school.

Part V – Curriculum and Instruction

The administrators and teachers in the Keokuk School District use data from assessments given students during the school year to plan curriculum, develop school improvement plans and make instructional decisions. Teachers must focus on achievement needs of particular groups of students as well as the District’s standards and benchmarks in their planning. Our school district is nearing completion of standards and benchmarks in fifteen curricular areas, through the collaborative efforts of all Pre K – 12th grade teachers and administration. At the elementary level we have no required formal time allotment assigned for teaching each content subject throughout each day.

Kindergarten teachers use an integrated curriculum approach. As a teaching team they have essential skills that have been targeted for each area of curriculum. In Language Arts included are: early literacy skills including letter/sound recognition, high frequency words, awareness and book handling skills, literary elements, decoding, and written expression. In Math numbers and operations, measurement, geometry, and algebra (patterns).

In first through fifth grades we are committed to providing skills in the area of reading, writing and communication. Competence in these skills makes learning and performance in all other content area possible. The ultimate purpose of language arts instruction is to insure that all students are offered the opportunities, encouragement and the vision to develop the language skills to pursue lifelong learning. Our Special Education Resource Teacher, Speech and Language Teacher and Title 1 Reading Teachers support the efforts of the classroom teacher and emphasize the districts standards in assisting each student to improve their performance within their classrooms. We have five content standards assigned to the instruction of Language Arts with benchmarks and grade level indicators attached.

The K-12 Mathematics curriculum offers a wide range of programs through a standards driven curriculum. Standards 1: Students will demonstrate a knowledge and understanding of number and operations concepts, (algebra, geometry, measurement, data analysis and probability). Standards 2: Students will demonstrate an understanding of the problem solving process, reasoning and proof, communication, connections and representation processes. Standards 3: Students will utilize tools and technology available to them, such as calculators and computers. Our District believes that by incorporating high level thinking

skills students will solve everyday problems in mathematics. (KCS D 2004-2009 CSIP).

The Social Studies teachers support a program driven by principles of citizenship, which encourages all students to participate in a global community. Expectations are that students will demonstrate responsibility, make decisions, and develop an awareness of relationships between the world's diverse cultures, governments, and regions and economics systems. Students will demonstrate an understanding and use of maps, graphs and charts and a knowledge of city, state, country and continent locations. Students will demonstrate their duties and responsibilities as a citizen to family, community and country.

Science teachers have expectations that students will demonstrate a knowledge and understanding of physical science, life science, earth and space concepts as well as make scientific connections and applications, scientific thinking, tools and technologies, communication, and scientific investigation.

Visual Arts: For all children to achieve artistic literacy, they need to become problem-solvers to reason, create and communicate artistically. It benefits the student because it cultivates the whole child. The arts cultivate the direct experience of the senses to connect the person with the experience.

The Physical Education program provides a framework in which students can develop physically, mentally, socially and emotionally. Students acquire skills, which promote a healthy lifestyle.

Music participation assists in the development of the total person. Students are provided opportunities to create, to listen to, to study and to perform music.

The district has also developed grade span benchmarks as well as grade level indicators for all subjects taught. We use standards to focus instruction and professional dialogue on student learning. We focus on best practice to increase student achievement.

2a. School's Reading Curriculum

In our school district's "Long Term Reading Goal," we intend to increase student reading achievement specifically reducing the percentage of students performing in the less than proficient category and increasing the percentage performing in the advanced category. Strategies that we utilize at the elementary level to assist us in meeting goals are as follows: The reading basal that we have adopted for use in our primary grades is Scott Foresman. This series is rich in vocabulary, literacy skills-based and provides cross-curricular connections with science, math and social studies. This text has an English and writing component as well as written communication. Teachers are required to spend a minimum of thirty minutes of reading practice per day, (60 minutes is desirable), **in addition to** reading instruction time. Phonics readers, early literacy and phonemic awareness instruction, prescribed reading approaches that can be accomplished with whole or small groups, are also methods of instruction utilized by our primary grades.

We have adopted the Accelerated Reader program as a primary reading incentive. Never before has a program so highly motivated children to want to read as this computer-based reading management software does. We have found particular success in getting our academically challenged students to read since Accelerated Reader allows for differentiated instruction and multiple learning practices. Using AR, teachers can monitor each student's reading level, and continuously guide students to read books appropriate to their reading level. Utilizing feedback from "Tops Reports," following each quiz taken by a student, and a diagnostic summary, teachers can adjust a student's reading zone up or down in accordance with their success at a particular level. Students are able to monitor their own achievement and select appropriate books while keeping daily logs of time spent on reading.

Our Kid Zone, before and after school program, has a quality staff who work with students after school to assist them in achieving their reading goals, established by the classroom teacher. Title 1 Reading, Reading Recovery, and our Special Education Resource teacher reinforce reading skills taught in the classroom, and assist students in achieving success in reading. Children visit our school library daily and are assisted by teachers and our librarian in checking out books within their individualized reading range. Parents are invited into the school to volunteer in the classroom to review sight words, practice skills and to read with individual students or to the class. After school parents and their children are encouraged to check out books from our library and to read together for the two hour after school Open Library each day that school is in session. The teachers and administrators in Keokuk believe that competence in language arts makes learning and performance in all other content areas possible. Reading is basic to lifelong learning.

3. Mathematics – Relationship to Essential Skills and Knowledge

As part of our school's mission to pursue high standards in academics...where students reach their full potential and become lifelong learners, our school district offers a wide range of programs through a standards driven curriculum. In our elementary Math program we use the Silver Burdett Ginn Math Series to teach our "power lessons," and supplement that with Accelerated Math, a computer-adaptive software for grades kindergarten through twelve. "Star Math," a computer driven assessment tool for students in grades three through five, is administered to students three times each school year to establish a Mathematics baseline for each student as well as to assess progress. Accelerated Math allows a student to work at his/her own pace in order to develop mastery in basic Math concepts. After the baseline test is given the results allow the classroom teacher the opportunity to have computer generated practice sheets developed in the areas that cause the student difficulty. The answers are recorded on bubble sheets that the computer processes. Once mastery of the skill is shown on the practice sheets, the student will take the test on that particular skill to determine success. This is a continuing process that allows the students the chance to work below, at, or above grade level in Mathematics. "Math Facts in a Flash," is also a computerized program available to the students in our elementary schools. Students work independently at their own level of competency on the basic Math facts within a programmed time frame. The goal for each student is to acquire mastery in addition, subtraction, multiplication and division. Technology, including calculators and computers, are incorporated into the curriculum so that the student is comfortable using technology as a tool to helping solve Mathematical problems.

The District's long-range Mathematics goal is that all students will be proficient or advanced in the area of Mathematics. The following indicators will measure district progress: 1) percentage of students who score at the proficient level on the ITBS, (Iowa Tests of Basic Skills), in grades 3 – 8, and the ITED (Iowa Tests of Educational Development), in grade 11, including data disaggregated by subgroup, and 2) percentage of students in grades 3 – 11 who achieve at the proficient level in Star Math. (KCSO 2004 – 2009 CSIP). We also believe that high level thinking skills should be incorporated in solving everyday problems in Mathematics. Developmentally appropriate activities are provided our students in helping develop a strong work ethic as well as preparing students for real-world problems at work, in their personal lives and/or in their future study.

4. Instructional Methods Used to Improve Student Learning

Different instructional methods that our school has used to improve student learning are technology based. Each classroom at Hawthorne School has a minimum of two networked computers. Each 1st, 2nd, 3rd, 4th, and 5th grade classrooms have a networked laser printer. Every classroom has access to the Internet and teacher-created curriculum web pages. We have 28 available computers in our grades two through five computer lab, and 22 computers in a separate kindergarten/first grade lab. In the last three years we have added Accelerated Math in grades two through five. This program works in alignment with our current math text, but allows us to personalize individual math instruction for each student using Math Renaissance software. Teachers can quickly assess students' math skills and generate assignments at each student's level with immediate feedback provided.

"Math Facts in a Flash," also a Renaissance product, is a motivational, innovative process to assist students with mastery of math facts and speed in computation. This computerized software was added to our computer lab two years ago, to encourage students to improve their knowledge of math facts while working at their own levels. Teachers have found that students are motivated by timely, reliable feedback and improved computational skills.

Our federally funded Kid Zone program needs to be given credit for assisting with increasing student achievement at our school. This is Kid Zone's fourth year in our District. Hawthorne currently has 284 of its 398 students attending this comprehensive school program designed for K-5 students before school and after school until 6:00 p.m. daily. Kid Zone curriculum aligns with the curriculum taught during the school day. Each standard identified on report cards are written into the after school curriculum. A very dedicated, inspired Kid Zone staff creates or finds activities that meet the standards and present material in a different method than in the classroom. The Kid Zone staff work collaboratively with classroom teachers in providing a balanced program that remediates and enriches curriculum from all subject areas. This free program

provides students significant learning opportunities in a safe, enriched and healthy environment.

5. Professional Development Program – Impact on Student Achievement

Research on professional development and school improvement supports the position that major changes in student achievement occur when the content of staff development represents an upgrading of curriculum and instruction. In order to impact student achievement, teachers must be involved throughout the school year, not just one-shot sessions. (Council for School Performance, July 1998). During the past several school years professional development activities in the Keokuk School District have been specifically targeted to improving reading instruction. We have had a district-wide emphasis on comprehensive school improvement goals. At Hawthorne School staff met and analyzed state and school assessment data and created long-range reading goals for our students. We assisted in the process of revision and implementation of standards, benchmarks, grade level indicators and assessments at all grade levels. Our intention was to increase student reading achievement specifically reducing the percentage of students performing in the less than proficient category and increase the percentage performing in the advanced category as measured by the Iowa Tests of Basic Skills.

Throughout the current school year we have been providing professional development activities specifically targeting improvement in reading achievement. These activities include: advanced Reading Renaissance training, focus on vocabulary strategies across all content areas to support reading comprehension, K-5 analysis of Accelerated Reader student achievement data to support CSIP goals, alignment of the Kid Zone program with language arts grade level indicators, and the development of “Essential Vocabulary” lists for all content areas and K-5 grade levels. We are pleased that our efforts have had a measurable impact on student learning at Hawthorne. We have seen a steady improvement in reading as indicated on state tests. In the fall of 2004 no fourth grade student scored in the low category in reading and 43.7% scored in the high performance category. Professional development has allowed teachers to improve classroom practices that have increased student achievement.

***Hawthorne 4th ITBS Fall, 1998-Fall, 2004**

	Fall, 98	Fall, 99	Fall, 00	Fall, 01	Fall, 01	Fall, 02	Fall, 03	Fall, 04	Cum. Average
							(FAY)	(FAY)	
Norm Years	1992	1992	1992	1992	2000	2000	2000	2000	
READING									
<i>All Students</i>	50	51	43	51	51	41	42	32	
Intermediate	40	43	54	47	63	63	69	56	55
High	14	14	7	26	26	13	26	44	20
Int & High	54	57	60	73	88	77	95	100	76
<i>Female</i>	25	24	18	29	29	17	18	18	
Intermediate	56	38	56	38	55	71	61	39	54
High	16	21	17	34	34	18	28	61	28
Int & High	72	58	72	72	90	88	89	100	81
<i>Male</i>	25	27	25	22	22	24	24	14	
Intermediate	24	48	52	59	73	58	75	78	58
High	12	7	0	14	14	29	25	21	16
Int & High	36	56	52	73	86	88	100	100	74
<i>High SES</i>	22	33	21	33	33	29	21	21	
Intermediate	50	61	62	39	58	66	67	67	61
High	32	15	10	30	30	28	28	33	25
Int & High	82	76	71	70	88	93	95	100	86
<i>Low SES</i>	28	18	22	18	18	12	21	11	
Intermediate	32	11	46	61	72	58	71	36	47
High	0	11	4	17	17	17	24	64	20
Int & High	32	22	50	78	89	75	95	100	66
<i>White</i>	47	47		47	47	37	40	31	
Intermediate	43	43	56	45	62	65	68	55	56
High	15	15	8	26	26	22	28	45	22
Int & High	58	58	64	70	87	86	95	100	78
<i>Minority</i>	2	4	4	4	4	4	2	1	
Intermediate	0	50	50	75	75	50	100		
High	0	0	0	25	25	50	0	0	
Int & High	0	50	50	100	100	100	100	0	
<i>Non-IEP</i>				44	44	36	34	26	
Intermediate				50	68	61	65	46	34
High				30	30	25	29	54	20
Int & High				80	98	86	94	100	54
<i>IEP</i>				7	7	5	8	6	
Intermediate				29	29	80	88	100	42
High				0	0	20	12	0	5
Int & High				29	29	100	100	100	47

***Hawthorne 4th ITBS Fall, 1998-Fall, 2004**

	Fall, 98	Fall, 99	Fall, 00	Fall, 01	Fall, 01	Fall, 02	Fall, 03 (FAY)	Fall, 04 (FAY)	Cum. Average
Norm Years	1992	1992	1992	1992	2000	2000	2000	2000	
MATHEMATICS									
<i>All Students</i>	50	51	44	51	51	41	42	32	
Intermediate	40	55	61	51	51	66	67	44	55
High	14	12	9	18	18	17	22	47	20
Int & High	54	67	70	69	69	83	88	91	75
<i>Female</i>	25	24	19	29	29	17	18	18	
Intermediate	52	62	58	52	52	71	78	39	59
High	8	8	10	17	17	12	6	56	17
Int & High	60	70	68	69	69	83	84	95	76
<i>Male</i>	25	27	25	22	22	24	24	14	
Intermediate	28	48	64	50	50	62	58	50	52
High	20	15	8	18	18	21	33	36	22
Int & High	48	63	72	68	68	83	92	86	73
<i>High SES</i>	22	33	21	33	33	29	21	21	
Intermediate	54	70	67	42	42	69	76	43	60
High	27	15	10	24	24	17	24	48	24
Int & High	82	85	76	67	67	86	100	90	84
<i>Low SES</i>	28	18	23	18	18	12	21	11	
Intermediate	29	28	56	67	67	58	57	46	49
High	4	6	9	6	6	17	19	46	15
Int & High	32	33	65	72	72	75	76	91	64
<i>White</i>	48	47	40	47	47	37	40	31	
Intermediate	42	60	62	53	53	62	68	42	56
High	15	11	10	17	17	19	22	48	20
Int & High	56	70	72	70	70	81	90	90	76
<i>Minority</i>	2	4	4	4	4	4	2	1	
Intermediate	0	0	50	25	25	100	50	100	46
High	0	25	0	25	25	0	0	0	7
Int & High	0	25	50	50	50	100	50	100	54
<i>Non-IEP</i>				44	44	36	34	26	
Intermediate				54	54	67	65	42	33
High				20	20	17	24	50	16
Int & High				75	75	83	88	92	48
<i>IEP</i>				7	7	5	8	6	
Intermediate				29	29	60	75	50	31
High				0	0	20	12	33	9
Int & High				29	29	80	88	83	40

***Hawthorne 4th ITBS Fall, 1998-Fall, 2004**

Fall, 98 Fall, 99 Fall, 00 Fall, 01 Fall, 01 Fall, 02 Fall, 03 Fall, 04
(FAY) (FAY)

Norm Years	1992	1992	1992	1992	2000	2000	2000	2000
READING								
<i>All Students</i>	50	51	43	51	51	41	42	32
Low	46	43	40	28	12	12	5	0
Intermediate	40	43	54	47	63	63	69	56
High	14	14	7	26	26	13	26	44
<i>Female</i>	25	24	18	29	29	17	18	18
Low	28	42	28	28	10	12	11	0
Intermediate	56	38	56	38	55	71	61	39
High	16	21	17	35	35	18	28	61
<i>Male</i>	25	27	25	22	22	24	24	14
Low	64	44	48	27	14	13	0	0
Intermediate	24	48	52	59	73	58	75	79
High	12	7	0	14	14	29	25	21
<i>High SES</i>	22	33	21	33	33	29	21	21
Low	18	24	29	30	12	7	5	0
Intermediate	50	61	62	39	58	66	67	67
High	32	15	10	30	30	28	29	33
<i>Low SES</i>	28	18	22	18	18	12	21	11
Low	68	78	50	22	11	25	5	0
Intermediate	32	11	46	61	72	58	71	36
High	0	11	5	17	17	17	24	64
<i>White</i>	47	47		47	47	37	40	31
Low	43	43	36	20	13	14	5	0
Intermediate	43	43	56	45	62	65	68	55
High	15	15	8	26	26	22	28	45
<i>Minority</i>	2	4	4	4	4	4	2	1
Low	100	50	50	0	0	0	0	0
Intermediate	0	50	50	75	75	50	100	100
High	0	0	0	25	25	50	0	0
<i>Non-IEP</i>				44	44	36	34	26
Low				21	2	14	6	0
Intermediate				50	68	61	65	46
High				30	30	25	29	54
<i>IEP</i>				7	7	5	8	6
Low				71	71	0	0	0
Intermediate				29	29	80	88	100
High				0	0	20	13	0

*State Report

***Hawthorne 4th ITBS Fall, 1998-Fall, 2004**

Fall, 98 Fall, 99 Fall, 00 Fall, 01 Fall, 01 Fall, 02 Fall, 03 Fall, 04
(FAY) (Fay)

Norm Years	1992	1992	1992	1992	2000	2000	2000	2000
MATHEMATICS								
All Students	50	51	44	51	51	41	42	32
Low	46	33	30	31	31	17	12	10
Intermediate	40	55	61	51	51	66	67	44
High	14	12	9	18	18	17	22	47
Female	25	24	19	29	29	17	18	18
Low	40	29	32	31	31	18	17	6
Intermediate	52	63	58	52	52	71	78	39
High	8	8	11	17	17	12	6	56
Male	25	27	25	22	22	24	24	14
Low	52	37	28	32	32	17	8	14
Intermediate	28	48	64	50	50	63	58	50
High	20	15	8	18	18	21	33	36
High SES	22	33	21	33	33	29	21	21
Low	18	15	24	33	33	14	0	10
Intermediate	55	70	67	42	42	69	76	43
High	27	15	10	24	24	17	24	48
Low SES	28	18	23	18	18	12	21	11
Low	68	67	35	28	28	25	24	9
Intermediate	29	28	57	67	67	58	57	46
High	4	6	9	6	6	17	19	46
White	48	47	40	47	47	37	40	31
Low	44	30	28	30	20	19	10	10
Intermediate	42	60	63	53	53	62	68	42
High	15	11	10	17	17	19	23	48
Minority	2	4	4	4	4	4	2	1
Low	100	75	50	50	50	0	50	0
Intermediate	0	0	50	25	25	100	50	100
High	0	25	0	25	25	0	0	0
Non-IEP				44	44	36	34	26
Low				25	25	17	12	8
Intermediate				55	55	67	65	42
High				21	21	17	24	50
IEP				7	7	5	8	6
Low				71	71	20	13	17
Intermediate				29	29	60	75	50
High				0	0	20	13	33

*State Report